

Annotated Prerequisite and Skills Checklist End-of-Test Score Screen Reports MAP for Primary Grades

Reading Prerequisite Test

- 1 Student Name
- 2 Test Name
- 3 Date Test was Administered: Determined by the computer date.
- 4 Skill Tested: Top line indicates letters and sounds tested.
- 5 Percent correct for the sub-skill specified.
- 6 Sub-skills Tested: Subsequent lines indicate letters and sounds correct. Blank values indicate letters and sounds incorrect.
- 7 Number of items correct for the specified skill over total number of items seen by the student for the specified skill.
- 8 Single Item Sub-skills: Correct indicated by **Yes**. Incorrect indicated by **No**.
- 9 Percent correct for the specified skill.
- 10 Number of items correct for the specified skill over total number of items seen by the student for the specified skill.
- 11 Overall percent correct for this test.
- 12 Overall number of items correct over total number of items seen by the student for this test.

Test Name	Student Name	Student ID
Primary Gr-READING-Prerequisite	Name: Danica Belmont (13)	ID: 1042
<p>Danica Belmont - Primary Gr-READING-Prerequisite - 08/18/2006</p> <p>4 Identify Letters and Sounds 5 96% (25/26) 6</p> <p>Identifies Upper Case: 88% (23/26) A B C D E F G H I J K L M N O P Q R S T U V W X Y Z</p> <p>Identifies Lower Case: 88% (23/26) a b c d e f g h i j k l m n o p q r s t u v w x y z</p> <p>Identifies Letter Sound: 75% (20/26) a b c d e f g i j k l m n r t v w x y z</p> <p>Summary: Identify Letters and Sounds 87% (68/78)</p> <p>Concepts of Print</p> <p>Top of page Yes</p> <p>Bottom of page Yes</p> <p>Where to begin to read No</p> <p>Where to end reading Yes</p> <p>Identifies a word Yes</p> <p>Identifies that print tells a story No</p> <p>Identifies spaces between words No</p> <p>Identifies letters make words No</p> <p>Identifies letters No</p> <p>Identifies a word with a capital letter No</p> <p>Knows meaning of talking marks No</p> <p>Knows meaning of period No</p> <p>Knows meaning of question mark No</p> <p>Identifies the first letter of a word Yes</p> <p>Identifies the front of a book Yes</p> <p>Identify the last letter of a word Yes</p> <p>Summary: Concepts of Print 9 43% (7/16) 10</p> <p>Test Summary 11 79% (75/94) 12</p> <p>Continue</p> <p>NTE database location: C:\Documents and Settings\deb\Desktop\MPG Fall Info\MPG_FA06\</p> <p>©NWEA, 2000-2006 Red Primary School</p>		

Location of NTE database used for this test.

Annotated Prerequisite and Skills Checklist End-of-Test Score Screen Reports MAP for Primary Grades

Reading Skills Checklist Test

- 1 Student Name
- 2 Test Name
- 3 Date Test was Administered: Determined by the computer date.
- 4 Skill Tested
- 5 Items Tested: The top line indicates the items that were tested.
- 6 Items Correct: The bottom line indicates the items the student answered correctly. Blank values indicate items the student answered incorrectly.
- 7 Item tested over the word used to test the item. **Yes** indicates item was answered correctly. **No** indicates item was answered incorrectly.
- 8 Percent correct for the specified skill.
- 9 Number of items correct for the specified skill over the total number of items seen by the student for the specified skill.
- 10 Overall percent correct for this test.
- 11 Overall number of items correct over total number of items seen by the student for this test.

Test Name: Primary Gr-READ-SkillsChecklist-Phon.Awarenes-Identify Ph... Student Name: Danica Belmont (13) Student ID: 1042

1 Danica Belmont - Primary Gr-READ-SkillsChecklist-Phon.Awarenes-Identify Phonemes - 08/18/2006

2

3

4 Initial Consonants 5 b c d f g h j k l m n p r s t v w y z 6
Initial Consonants c d f g j k l m n p r s t v w y z
Summary: Initial Consonants 89% (17/19)

Final Consonants b d f g k l m n p r s t v w y z
Final Consonants b d f g k l m n p r s t v w y z
Summary: Final Consonants 100% (16/16)

Vowels

7 ee/feet Yes
a/hat No
e/bed No
i/fish Yes
o/mop Yes
u/nut Yes
a/gate Yes
i/bike Yes
o/boat No
u/rul Yes

8 Summary: Vowels 70% (7/10) 9

10 Test Summary 88% (40/45) 11

Continue

NTE database location: C:\Documents and Settings\deb\Desktop\MPG Fall Info\MPG_FA06\

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Location of NTE database used for this test.

Annotated Prerequisite and Skills Checklist End-of-Test Score Screen Reports MAP for Primary Grades

Mathematics Prerequisite Test

- 1 Student Name
- 2 Test Name
- 3 Date Test was Administered: Determined by the computer date.
- 4 Skill Tested
- 5 Items Tested: The top line indicates the items that were tested.
- 6 Items Correct: The bottom line indicates the items the student answered correctly. Blank values indicate items the student answered incorrectly.
- 7 Percent correct for the specified skill.
- 8 Number of items correct for the specified skill over the total number of items seen by the student for the specified skill.
- 9 Overall percent correct for this test.
- 10 Overall number of items correct over total number of items seen by the student for this test.

Test Name	Student Name	Student ID																										
Primary Gr-MATH-Prerequisite	Name: Ekt Mahs (1)	ID: 12469875433																										
<p>1 Ekt Mahs - 2 Primary Gr-MATH-Prerequisite - 3 08/11/2006</p> <p>4 Rote Counting</p> <table border="0"> <tr> <td>Counts to: 100% (7/7)</td> <td>4 5 6 7 8 9 10</td> </tr> <tr> <td>Orders Numbers Correctly</td> <td>4 5 6 7 8 9 10</td> </tr> <tr> <td>Summary: Rote Counting</td> <td>Correct 100% (8/8)</td> </tr> </table> <p>One-to-one Relationship</p> <table border="0"> <tr> <td>Moves Objects: 70% (7/10)</td> <td>1 2 3 4 5 6 7 8 9 10</td> </tr> <tr> <td>Summary: One-to-one Relationship</td> <td>1 2 3 4 5 6 7 70% (7/10)</td> </tr> </table> <p>Number Sense</p> <table border="0"> <tr> <td>Names Numerals: 100% (10/10)</td> <td>1 2 3 4 5 6 7 8 9 10</td> </tr> <tr> <td>Identifies Numerals: 100% (10/10)</td> <td>1 2 3 4 5 6 7 8 9 10</td> </tr> </table> <p>Abstraction:</p> <table border="0"> <tr> <td>Represents as drawing, symbol, numeral: 100% (3/3)</td> <td>Drawing Symbol Numeral</td> </tr> <tr> <td>Changes context</td> <td>100% (3/3)</td> </tr> </table> <p>Cardinality:</p> <table border="0"> <tr> <td>Number of objects: 100% (5/5)</td> <td></td> </tr> <tr> <td>Different sizes, spread apart: 100% (2/2)</td> <td>Size Distance</td> </tr> <tr> <td>Summary: Number Sense</td> <td>100% (33/33)</td> </tr> </table> <p>Test Summary</p> <table border="0"> <tr> <td>9 94% (48/51)</td> <td>10</td> </tr> </table>			Counts to: 100% (7/7)	4 5 6 7 8 9 10	Orders Numbers Correctly	4 5 6 7 8 9 10	Summary: Rote Counting	Correct 100% (8/8)	Moves Objects: 70% (7/10)	1 2 3 4 5 6 7 8 9 10	Summary: One-to-one Relationship	1 2 3 4 5 6 7 70% (7/10)	Names Numerals: 100% (10/10)	1 2 3 4 5 6 7 8 9 10	Identifies Numerals: 100% (10/10)	1 2 3 4 5 6 7 8 9 10	Represents as drawing, symbol, numeral: 100% (3/3)	Drawing Symbol Numeral	Changes context	100% (3/3)	Number of objects: 100% (5/5)		Different sizes, spread apart: 100% (2/2)	Size Distance	Summary: Number Sense	100% (33/33)	9 94% (48/51)	10
Counts to: 100% (7/7)	4 5 6 7 8 9 10																											
Orders Numbers Correctly	4 5 6 7 8 9 10																											
Summary: Rote Counting	Correct 100% (8/8)																											
Moves Objects: 70% (7/10)	1 2 3 4 5 6 7 8 9 10																											
Summary: One-to-one Relationship	1 2 3 4 5 6 7 70% (7/10)																											
Names Numerals: 100% (10/10)	1 2 3 4 5 6 7 8 9 10																											
Identifies Numerals: 100% (10/10)	1 2 3 4 5 6 7 8 9 10																											
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9 94% (48/51)	10																											

Continue

NTE database location: C:\Documents and Settings\deb\Desktop\Complete MFG Fall NTE

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Location of NTE database used for this test.

Annotated Prerequisite and Skills Checklist End-of-Test Score Screen Reports MAP for Primary Grades

Mathematics Skills Checklist Test

- 1 Student Name
- 2 Test Name
- 3 Date Test was Administered: Determined by the computer date.
- 4 Skill Tested
- 5 Sub-skill Tested
- 6 Percent correct for the specified skill.
- 7 Number of items correct for the specified skill over total number of items seen by the student for the specified skill.
- 8 Percent correct for the sub-skill specified.
- 9 Number of items correct for the specified sub-skill over the total number of items seen by the student for the specified sub-skill.
- 10 Overall percent correct for this test.
- 11 Overall number of items correct over total number of items seen by the student for this test.

Test Name: Primary Gr-MATH-Skills Checklist-Computation to 10
Student Name: Ekt Mahs (1)
Student ID: 12469875433

Ekt Mahs - Primary Gr-MATH-Skills Checklist-Computation to 10 - 08/11/2006

4 Addition

Adds two sets of objects	100% (5/5)
Adds two 1-digit numbers - horizontal format	100% (5/5)
Adds two 1-digit numbers - vertical format	100% (5/5)
Adds three 1-digit numbers	60% (3/5)
Solves word problems - result unknown	100% (5/5)
Summary: Addition	92% (23/25)

Subtraction

Subtracts objects from a set of objects	80% (4/5)
Subtracts two 1-digit numbers - horizontal format	80% (4/5)
Subtracts two 1-digit numbers - vertical format	80% (4/5)
Solves word problems - result unknown	80% (4/5)
Summary: Subtraction	80% (16/20)

Readiness for Multiplication and Division

Uses repeated addition	80% (4/5)
Uses repeated subtraction or sharing	80% (4/5)
Summary: Readiness for Multiplication and Division	80% (8/10)

Test Summary

85% (47/55)

Continue

NTE database location: C:\Documents and Settings\deb\Desktop\Complete MPO Fall NTE

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Location of NTE database used for this test.

MAP™ for Primary Grades

Student Report (Mathematics)

Displays scores for the selected student and test. The report shows data for each time the test was administered to the student within the selected date range.

- Parameter selection fields:** Select report parameters.
- Calendar control:** Click and drag on the green arrows to set the date range for the report. Data is available for 365 days prior to the date the report is generated. The bar height indicates the number of tests given on a specific day. Hover the mouse over a bar to display a tool tip showing the date and number of students tested. Click the zoom button (with the magnifying glass) to expand the display so you can see the selected date range in greater detail.
- Save Parameters button:** Save commonly-used parameter sets to quickly run the same report again. Select saved parameters from the Report drop-down list. Click the red X to delete saved parameters.
- Student drop-down list:** Select a student name.
- Generate Report button:** Generates online view based on selected report parameters.
- Show or Hide report parameter detail:** Click the Show/Hide link to expand or contract the online view.
- Print PDF button:** Generates a PDF that can be printed or saved.
- Selected parameters display:** Shows which parameters were selected.
- Color legend:** Report detail is color-coded by threshold level.
- Overall Score for each test:** Shows the overall score for all Skills and Sub-skills assessed on the selected test. If the same test was administered to the student multiple times during the selected date range, the report shows a column for each time the test was administered.
- Test Dates:** Student Report shows data for each time the selected test was administered during the selected date range.
- Skill/Sub-skill list for selected test**
- Show or Hide Sub-skill Data:** Click the Show/Hide link to expand or contract the online view.
- Skill/Sub-skill score:** The Skill and Sub-skill score data are color-coded to show the threshold level.

Online View

Save Parameters

Print PDF

Select Map for Primary Grades Report Parameters

Report: Student Report

School: Mt Hood Primary School

Term: Winter 2007

Teacher: Bradley, Liz

Class: G1Bradley Bradley Grade1 all

11/3/2006

1/19/2007

Test: Primary Gr- MATH-Prerequisite

Student: Davis, Jenna

Generate Report

MAP for Primary Grades Student Report

Student: Davis, Jenna

District/School: Client Support Services / Mt Hood Primary School

Teacher: Bradley, Liz

Class: G1Bradley Bradley Grade1 all

Start Date: 11/03/2006

End Date: 01/19/2007

Test: Primary Gr-MATH-Prerequisite

Overall Score >> 71% 98%

Test Dates >> 14Dec 2006 14Dec 2006

Skill/Sub-skill

Show Sub-skill Data

Hide Sub-skill Data

Rote Counting

One-to-one Correspondence

Moves 1 object

Moves 2 objects

Moves 3 objects

Moves 4 objects

Moves 5 objects

Moves 6 objects

Moves 7 objects

Moves 8 objects

Moves 9 objects

Moves 10 objects

Number Sense - N

Percentage of items answered correctly

0% to 40%

>40% to <80%

80% to 100%

Sub-skill not evaluated

N/A

75%

100%

Print PDF View

NWEA

MAP for Primary Grades - Student Report

Student: Davis, Jenna

School: Mt Hood Primary School

Teacher: Bradley, Liz

Class: G1Bradley Bradley Grade1 all

Test: Primary Gr-MATH-Prerequisite

Start Date: Nov 3, 2006

End Date: Jan 19, 2007

Overall Score >> 71% 98%

Test Dates >> 14Dec 2006 14Dec 2006

Rote Counting

Counts to 4

Counts to 5

Counts to 6

MAP™ for Primary Grades Student Report (Reading)

Displays scores for the selected student and test. The report shows data for each time the test was administered to the student within the selected date range.

1. **Parameter selection fields:** Select report parameters.
2. **Calendar control:** Click and drag on the green arrows to set the date range for the report. Data is available for 365 days prior to the date the report is generated. The bar height indicates the number of tests given on a specific day. Hover the mouse over a bar to display a tool tip showing the date and number of students tested. Click the zoom button (with the magnifying glass) to expand the display so you can see the selected date range in greater detail.
3. **Save Parameters button:** Save commonly-used parameter sets to quickly run the same report again. Select saved parameters from the Report drop-down list. Click the red X to delete saved parameters.
4. **Student drop-down list:** Select a student name.
5. **Generate Report button:** Generates online view based on selected report parameters.
6. **Show or Hide report parameter detail:** Click the Show/Hide link to expand or contract the online view.
7. **Print PDF button:** Generates a PDF that can be printed or saved.
8. **Selected parameters display:** Shows which parameters were selected.
9. **Color legend:** Report detail is color-coded by threshold level.
10. **Overall Score for each test:** Shows the overall score for all Skills and Sub-skills assessed on the selected test. If the same test was administered to the student multiple times during the selected date range, the report shows a column for each time the test was administered.
11. **Test Dates:** Student Report shows data for each time the selected test was administered during the selected date range.
12. **Skill/Sub-skill list for selected test**
13. **Show or Hide Sub-skill Data:** Click the Show/Hide link to expand or contract the online view.
14. **Skill/Sub-skill score:** The Skill and Sub-skill score data are color-coded to show the threshold level.

Online View

Save Parameters

Print PDF

Select MAP for Primary Grades Report Parameters

Report: Student Report

School: Mt Hood Primary School

Term: Winter 2007

Teacher: Bradley, Liz

Class: G1Bradley Bradley Grade1 all

Test: Primary Gr-READING-Prerequisite

Student: Greer, Jacob

Generate Report

MAP for Primary Grades Student Report

Student: Greer, Jacob

District/School: Client Support Services / Mt Hood Primary School

Teacher: Bradley, Liz

Class: G1Bradley Bradley Grade1 all

Start Date: 11/03/2006

End Date: 01/19/2007

Test: Primary Gr-READING-Prerequisite

Percentage of items answered correctly

0% to 40%

>40% to <80%

80% to 100%

Sub-skill not evaluated

N/A

Overall Score >> 71%

Test Dates >> 13Dec 2006

Hide Sub-skill Data 69%

Identify Upper Case

A	100%
B	100%
C	100%
D	100%
E	0%
F	100%
G	0%
H	0%
I	100%
J	100%
K	0%
L	0%
M	100%

Print PDF View

NWEA

MAP for Primary Grades - Student Report

Student: Greer, Jacob

School: Mt Hood Primary School

Teacher: Bradley, Liz

Class: G1Bradley Bradley Grade1 all

Test: Primary Gr-READING-Prerequisite

Start Date: Nov 3, 2006

End Date: Jan 19, 2007

Overall Score >> 71%

Test Dates >> 13Dec 2006

Identify Upper Case

69%

A	100%
B	100%
C	100%

MAP™ for Primary Grades Teacher Report (Mathematics)

Displays class performance for the selected Prerequisite or Skills Checklist test, based on the most recent test administered to each student in the class.

1. Parameter selection fields*
2. Calendar control*
3. Save Parameters button*
4. Generate Report button*
5. Show or Hide parameter detail*
6. Print PDF button*
7. Selected parameters display*

8. Overall Score segmented bar graph: The color-coded segmented bar graph shows the overall score for the selected class and test. Hover the mouse over the bar to display a tool tip showing the number of students who scored at each threshold level over the total number of students who took the test.

9. Skill/Sub-skill list for selected test

10. Show or Hide Sub-skill Data: Click the Show/Hide link to expand or contract the online view.

11. Select Skills and Sub-skills to include in Sub-skill Performance Report: Select the check boxes for the Skills and Sub-skills you want to see in detail, and click the Sub-skill Report button to generate a Sub-skill Performance Report. Click the check box at the Skill level to include all associated Sub-skills in the Sub-skill Performance Report, or select specific Sub-skills to be included.

12. Sub-skill Report button: Generates report for selected Sub-skills.

13. Segmented bar graph with tool tip showing denominators: The color-coded segmented bar graph shows the overall performance for the selected class for the item listed in the Skill/Sub-skill column. Hover the mouse over a bar graph to display a tool tip with the class breakdown by threshold level.

14. Color legend*

* See Student Report annotations for additional information on these features.

Online View

Save Parameters Sub-skill Report Print PDF

Select Map for Primary Grades Report Parameters

Report: Teacher Report School: Mt Hood Primary School Term: Winter 2007
 Teacher: Bradley, Liz Class: G1Bradley Bradley Grade1 all
 Test: Primary Gr- MATH-Skills Checklist-Computation to 10 Student: *** Unavailable ***

Generate Report

MAP for Primary Grades Teacher Report

District/School: Client Support Services / Mt Hood Primary School Start Date: Nov 3, 2006
 Teacher: Bradley, Liz End Date: Jan 19, 2007
 Class: G1Bradley Bradley Grade1 all
 Test: Primary Gr-MATH-Skills Checklist-Computation to 10

Overall Score: [Segmented Bar Graph]

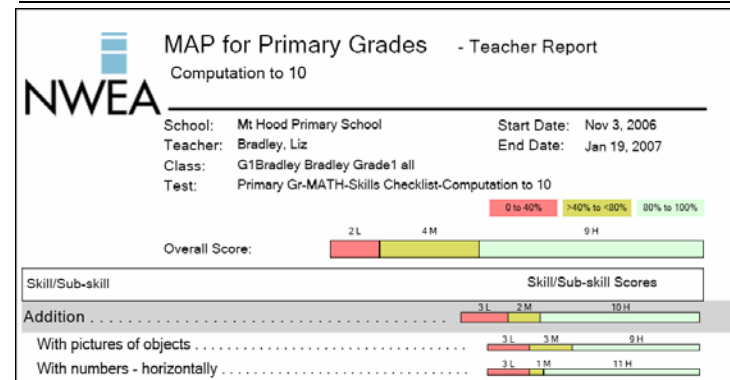
Skill/Sub-skill	Skill/Sub-skill Scores
<input checked="" type="checkbox"/> Addition	[Segmented Bar Graph]
<input checked="" type="checkbox"/> With pictures of objects	[Segmented Bar Graph]
<input checked="" type="checkbox"/> With numbers - horizontally	[Segmented Bar Graph]
<input checked="" type="checkbox"/> With numbers - vertically	[Segmented Bar Graph]
<input checked="" type="checkbox"/> 3 or more numbers	[Segmented Bar Graph]
<input type="checkbox"/> Word problems - result unknown	[Segmented Bar Graph]
<input type="checkbox"/> Subtraction	[Segmented Bar Graph]

Hide Sub-skill Data Show Sub-skill Data

Color Legend: 0% to 40% (Red), >40% to <80% (Yellow), 80% to 100% (Green)

Tooltip for Addition: [Red]: 3/15, [Yellow]: 2/15, [Green]: 10/15

Print PDF View



MAP™ for Primary Grades Teacher Report (Reading)

Displays class performance for the selected Prerequisite or Skills Checklist test, based on the most recent test administered to each student in the class.

1. Parameter selection fields*
2. Calendar control*
3. Save Parameters button*
4. Generate Report button*
5. Show or Hide parameter detail*
6. Print PDF button*
7. Selected parameters display*

8. Overall Score segmented bar graph: The color-coded segmented bar graph shows the overall score for the selected class and test. Hover the mouse over the bar to display a tool tip showing the number of students who scored at each threshold level over the total number of students who took the test.

9. Skill/Sub-skill list for selected test

10. Show or Hide Sub-skill Data: Click the Show/Hide link to expand or contract the online view.

11. Select Skills and Sub-skills to include in

Sub-skill Performance Report: Select the check boxes for the Skills and Sub-skills you want to see in detail, and click the Sub-skill Report button to generate a Sub-skill Performance Report. Click the check box at the Skill level to include all associated Sub-skills in the Sub-skill Performance Report, or select specific Sub-skills to be included.

12. Sub-skill Report button: Generates report for selected Sub-skills.

13. Segmented bar graph with tool tip showing denominators: The color-coded segmented bar graph shows the overall performance for the selected class for the item listed in the Skill/Sub-skill column. Hover the mouse over a bar graph to display a tool tip with the class breakdown by threshold level.

14. Color legend*

* See Student Report annotations for additional information on these features.

Online View

Save Parameters (3) Sub-skill Report (12) Print PDF (6) ?

Select MAP for Primary Grades Report Parameters (5) Hide Detail ^

Report: Teacher Report School: Mt Hood Primary School Term: Winter 2007
Teacher: Bradley, Liz Class: G1Bradley Bradley Grade1 all

11/3/2006 1/19/2007 (2)

Test: Primary Gr- READING-Prerequisite Student: *** Unavailable *** (4) Generate Report

MAP for Primary Grades Teacher Report

District/School: Client Support Services / Mt Hood Primary School
Teacher: Bradley, Liz
Class: G1Bradley Bradley Grade1 all
Test: Primary Gr-READING-Prerequisite

Start Date: Nov 3, 2006
End Date: Jan 19, 2007

Overall Score: (8) (14) 0% to 40% >40% to <80% 80% to 100%

Skill/Sub-skill (10) Hide Sub-skill Data (13)

Identify Upper Case (9)

A B C D E F

Skill/Sub-skill Scores (13)

[Red]: 3/15
[Yellow]: 5/15
[Green]: 7/15

Print PDF View

MAP for Primary Grades - Teacher Report
Letter Recognition, Sounds, Concepts of Print

School: Mt Hood Primary School Start Date: Nov 3, 2006
Teacher: Bradley, Liz End Date: Jan 19, 2007
Class: G1Bradley Bradley Grade1 all
Test: Primary Gr-READING-Prerequisite

Overall Score: (3L) (5M) (7H)

Skill/Sub-skill (10) Skill/Sub-skill Scores (13)

Identify Upper Case (9)

A B C

Skill/Sub-skill Scores (13)

[Red]: 3/15
[Yellow]: 5/15
[Green]: 7/15

MAP™ for Primary Grades Sub-skill Performance Report (Mathematics)

Generate this report by clicking the Sub-skill Report button from the Teacher Report page.

1. **Change parameters link:** Returns you to Teacher Report to modify report parameters.
2. **Calendar control***
3. **Show or Hide report parameter detail***
4. **Print PDF button***
5. **Selected parameters display***
6. **View control:** Organize the online view by Low, Medium, or High groups; All students; or All Separated by low, medium, and high groups.
7. **Group section header:** Shows the grouping as selected from the View control. Low group includes students who scored $\leq 40\%$ on any of the selected Sub-skills. Medium group includes students who scored $>40\%$ to $<80\%$ on any of the selected Sub-skills. High group includes students who scored $\geq 80\%$ for all of the selected Sub-skills. All Separated shows all students grouped by Low, Medium, and High.
8. **Show or Hide group detail:** Click the Show/Hide link to expand or contract the online view.
9. **Sort indicator:** Shows how the data are sorted. Click a column header to change the sort order.
10. **Student name links:** Click on a student name to link to a Student Report for the selected test.
11. **Sub-skill performance data:** Shows both the number of items answered correctly over the number of items presented within the Sub-skill, and the percentage correct for the Sub-skill.
12. **Color legend***
13. **Tool tip:** Hover the mouse over a Sub-skill cell to see a tool tip with the student name, student ID, and Sub-skill.
14. **Select students to include in PDF:** Deselect check boxes for any students you want excluded from the PDF view.

* See Student Report annotations for additional information on these features.

Online View

4

Print PDF

3

Hide Detail

1

Report: [Click to change report](#)

2

11/3/2006

1/19/2007

School: Mt Hood Primary School

Term: Winter 2007

Teacher: Bradley, Liz

Class: G1Bradley Bradley Grade1 all

Test: Primary Gr- MATH-Skills Checklist-Computation to 10

Student: *** Unavailable ***

Generate Report

6

View: All Separated

5

MAP for Primary Grades Sub-skill Performance Report

School: Mt Hood Primary School

Teacher: Bradley, Liz

Class: G1Bradley Bradley Grade1 all

Test: Primary Gr-MATH-Skills Checklist-Computation to 10

Start Date: Nov 03, 2006

End Date: Jan 19, 2007

Percentage of items answered correctly

0% to 40%

>40% to <80%

80% to 100%

Sub-skill not evaluated

N/A

7

Low

8

Hide Detail

9

Student ID

Student Name

Addition: With pictures of objects

Addition: With numbers - horizontally

Addition: With numbers - vertically

Addition: 3 or more numbers

✓

MH1214

Alvarado, Juan

1/5: 20%

1/5: 20%

2/5: 40%

2/5: 40%

✓

MH1213

Penn, Emma

1/5: 20%

1/5: 20%

1/5: 20%

1/5: 20%

✓

MH1212

Washington, Diane

4/5: 80%

4/5: 80%

1/5: 20%

1/5: 20%

10

Medium

Student ID

Student Name

✓

MH1225

✓

MH1218

14

Print PDF View

NWEA

MAP for Primary Grades - Sub-skill Performance Report

Computation to 10

School: Mt Hood Primary School

Teacher: Bradley, Liz

Class: G1Bradley Bradley Grade1 all

Test: Primary Gr-MATH-Skills Checklist-Computation to 10

Start Date: Nov 3, 2006

End Date: Jan 19, 2007

N/A

0 to 40%

>40 to <80%

80 to 100%

Student Id

Student Name

Addition With pictures of objects

Addition With numbers - horizontally

Addition With numbers - vertically

Addition 3 or more numbers

MH1214

Alvarado, Juan

1/5: 20%

1/5: 20%

2/5: 40%

2/5: 40%

MH1226

Davis, Jenna

5/5: 100%

5/5: 100%

5/5: 100%

5/5: 100%

MH1220

Donaldson, Brittany

5/5: 100%

5/5: 100%

5/5: 100%

5/5: 100%

MH1218

Greer, Jacob

3/5: 60%

5/5: 100%

3/5: 60%

3/5: 60%

MH1215

Jacobsen, Mark

4/5: 80%

4/5: 80%

5/5: 100%

5/5: 100%

MH1221

Jacoby, Ardent

4/5: 80%

5/5: 100%

5/5: 100%

5/5: 100%

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MAP™ for Primary Grades Sub-skill Performance Report (Reading)

Generate this report by clicking the Sub-skill Report button from the Teacher Report page.

1. Show or Hide report parameter detail*
2. Print PDF button*
3. Selected parameters display*
4. View control: Organize the online view by Low, Medium, or High groups; All students; or All Separated by low, medium, and high groups.
5. Group section header: Shows the grouping as selected from the View control. Low group includes students who scored $\leq 40\%$ on any of the selected Sub-skills. Medium group includes students who scored $>40\%$ to $<80\%$ on any of the selected Sub-skills. High group includes students who scored $\geq 80\%$ for all of the selected Sub-skills. All group lists students alphabetically. All Separated shows all students grouped by Low, Medium, and High.
6. Show or Hide group detail: Click the Show/Hide link to expand or contract the online view.
7. Sort indicator: Shows how the data are sorted. Click a column header to change the sort order.
8. Student name links: Click on a student name to link to a Student Report for the selected test.
9. Sub-skill performance data: Shows both the number of items answered correctly over the number of items presented within the Sub-skill, and the percentage correct for the Sub-skill.
10. Color legend*
11. Tool tip: Hover the mouse over a Sub-skill cell to see a tool tip with the student name, student ID, and Sub-skill.
12. Select students to include in PDF: Deselect check boxes for any students you want excluded from the PDF view.

* See Student Report annotations for additional information on these features.

Online View

2

Print PDF

?

1

Show Detail

Select MAP for Primary Grades Report Parameters

MAP for Primary Grades Sub-skill Performance Report

4

View: All Separated

3

School: Mt Hood Primary School

Teacher: Bradley, Liz

Class: G1Bradley Bradley Grade1 all

Test: Primary Gr-READING-Prerequisite

Start Date: Nov 03, 2006

End Date: Jan 19, 2007

Percentage of items answered correctly

0% to 40%

>40% to <80%

80% to 100%

Sub-skill not evaluated

N/A

5

Low

6

Hide Detail

Student ID	Student Name	Identify Upper Case: A	Identify Upper Case: B	Identify Upper Case: C	Identify Upper Case: D
<input checked="" type="checkbox"/> MH1214	Alvarado, Juan	0/1: 0%	0/1: 0%	0/1: 0%	1/1: 100%
<input type="checkbox"/> MH1225	Branch, Curtis	1/1: 100%	1/1: 100%	0/1: 0%	1/1: 100%
<input checked="" type="checkbox"/> MH1220	Donaldson, Brittany	1/1: 100%	0/1: 0%	1/1: 100%	1/1: 100%
<input checked="" type="checkbox"/> MH1215	Jacobsen, Mark	1/1: 100%	0/1: 0%	0/1: 0%	0/1: 0%
<input checked="" type="checkbox"/> MH1221	Jacoby, Ardent	1/1: 100%	1/1: 100%	0/1: 0%	1/1: 100%
<input checked="" type="checkbox"/> MH1219	Johnson, Latisha	1/1: 100%	0/1: 0%	0/1: 0%	0/1: 0%
<input checked="" type="checkbox"/> MH1216	Jones, Heather	1/1: 100%	1/1: 100%	1/1: 100%	0/1: 0%
<input checked="" type="checkbox"/> MH1217	Miser, Steven	0/1: 0%	1/1: 100%	0/1: 0%	1/1: 100%
<input checked="" type="checkbox"/> MH1213	Penn, Emma	1/1: 100%	1/1: 100%	1/1: 100%	0/1: 0%

Medium

High

Student ID

☒ MH1226

12

11

Jacoby, Ardent

MH1221

Identify Upper Case: B

Print PDF View

NWEA

MAP for Primary Grades - Sub-skill Performance Report

Letter Recognition, Sounds, Concepts of Print

School: Mt Hood Primary School

Teacher: Bradley, Liz

Class: G1Bradley Bradley Grade1 all

Test: Primary Gr-READING-Prerequisite

Start Date: Nov 3, 2006

End Date: Jan 19, 2007

N/A

0 to 40%

>40 to <80%

80 to 100%

Identify Upper Case

Identify Upper Case

Identify Upper Case

Identify Upper Case

Student ID	Student Name	A	B	C	D
MH1214	Alvarado, Juan	0/1: 0%	0/1: 0%	0/1: 0%	1/1: 100%
MH1226	Davis, Jenna	1/1: 100%	1/1: 100%	1/1: 100%	1/1: 100%
MH1220	Donaldson, Brittany	1/1: 100%	0/1: 0%	1/1: 100%	1/1: 100%
MH1218	Greer, Jacob	1/1: 100%	1/1: 100%	1/1: 100%	1/1: 100%
MH1215	Jacobsen, Mark	1/1: 100%	0/1: 0%	0/1: 0%	0/1: 0%

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MAP™ for Primary Grades

All Tests Report

Displays class performance on each Prerequisite and Skills Checklist test that fall within user-defined reporting parameters.

1. **Parameter selection fields***
2. **Calendar control***
3. **Save Parameters button***
4. **Student drop-down:** View the report for All Students, or select a specific student from the drop-down list to compare his or her performance for each test to the overall class performance.
5. **Generate Report button***
6. **Show or Hide report parameter detail***
7. **Print PDF button***
8. **Selected parameters display***
9. **Test list:** Shows each Prerequisite and Skills Checklist test taken by students in the selected class during the selected date range. Click on a test name to drill down to a Teacher Report for that test.
10. **Segmented bar graph with tool tip showing denominators:** Each segmented bar graph is color-coded to show the overall performance for the students in the selected class for the test listed to the left. Scores include the most recent test taken by students in the class during the selected date range. Hover the mouse over a bar graph to display a tool tip showing the number of students who scored at each threshold level over the total number of students who took the test.
11. **Color legend***
12. **Overall performance indicator for an individual student:** Available if a specific student is selected from the Student drop-down. Shows the overall score for the selected student for the test listed to the left. Hover the mouse over the color-coded box to display a tool tip showing the student name, test name, and student score. Click the box to drill down to the Student report for that test.

* See Student Report annotations for additional information on these features.

Online View

Save Parameters

7

Print PDF

?

Select MAP for Primary Grades Report Parameters

Report: All Tests Report

School: Mt Hood Primary School

Term: Winter 2007

Teacher: Bradley, Liz

Class: G1Bradley Bradley Grade1 all

9/14/2006 1/19/2007

Test: Primary Gr- All Tests

4

Student: Alvarado, Juan

5

Generate Report

MAP for Primary Grades All Tests Report

Student: Alvarado, Juan

District/School: Client Support Services / Mt Hood Primary School

Teacher: Bradley, Liz

Class: G1Bradley Bradley Grade1 all

Start Date: Sep 14, 2006

End Date: Jan 19, 2007

0% to 40%

>40% to <80%

80% to 100%

Prerequisite and Skills Checklist Test

Performance

Class

Student

Primary Gr-MATH-Prerequisite

Primary Gr-MATH-Skills Checklist-Computation to 10

Primary Gr-READING-Prerequisite

Primary Gr-READING-Skills Checklist-Phonics-Blends and Digraphs

10

[Red]: 0/15

[Yellow]: 6/15

[Green]: 9/15

12

Print PDF View



MAP for Primary Grades - All Tests Report

School: Mt Hood Primary School Start Date: Sep 14, 2006
 Teacher: Bradley, Liz End Date: Jan 19, 2007
 Class: G1Bradley Bradley Grade1 all
 Student: Alvarado, Juan

0 to 40% >40% to <80% 80% to 100%

Prerequisite and Skills Checklist Test	Class	Student
Primary Gr-MATH-Prerequisite	6 M 9 H	46/51 90%
Primary Gr-MATH-Skills Checklist-Computation to 10	2 L 4 M 9 H	13/55 23%
Primary Gr-READING-Prerequisite	3 L 5 M 7 H	30/94 31%
Primary Gr-READING-Skills Checklist-Phonics-Blends and Digraphs	1 L 3 M 10 H	

Understanding the Teacher Report

Provides teachers class data for current testing term sorted by RIT score.

RIT Score: This is the student's overall scale score on the test.

Standard Error: The standard error of measurement is an estimate of the precision of the achievement (RIT) score. The smaller the standard error, the more precise the achievement estimate is.

RIT Range: We would expect that if a student took the test again relatively soon, the score would fall within this range about 68% of the time.

Percentile Rank: The percentage of students in the national norm group for this grade that this student's score equaled or exceeded.

Percentile Range: The range of percentile scores corresponding to the RIT range. Similar to RIT range, if a student were to take the test again soon, he or she would fall within this percentile range 68% of the time.

Lexile Range: A score (displayed as a 150-point range) that can be used to find text of appropriate difficulty. By matching each student's reading skill to books, the Lexile Framework can locate the level at which a student is being challenged without being frustrated.

Test Type: S/G - Survey with Goals;
SUR - Survey

Goal Performance: These columns summarize the students' performance in the goal strands tested in this subject. Data will only show up in these columns if a student took a Goals Survey test. Goal performance of LO means that the student is performing at the 33rd percentile or lower. Goal performance of AV means that the student is performing between the 33rd and 66th percentile. Goal performance of HI means that the student is performing at or above the 66th percentile.

Teacher Report - Reading Fall 2003											Goal Performance			
School: Johnson Elementary (NWEA Sample District) Class: 46 Berlinger 6th Grade 6 Teacher: Berlinger, Berlinger											Word Recog / Fluency / Vocab	Reading Comp	Literary Response & Analysis	
Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Lexile Range				
12340810	Emily, N. S.	6	S/G	Aug 20	192	4.0	188-196	11	8-16	354-504	LO	LO	LO	
12340379	Tashod, S. N.	6	S/G	Aug 20	208	3.3	205-211	39	32-47	647-797	AV	AV	LO	
12340284	Ryan, A. R.	6	S/G	Aug 20	209	3.3	206-212	42	32-50	657-807	AV	LO	AV	
12340285	Malik, A. N.	6	S/G	Aug 20	210	3.7	206-214	44	36-56	686-836	AV	LO	AV	
12340280	Jessica, E. Y.	6	S/G	Aug 20	211	3.3	208-214	47	39-56	699-849	AV	AV	AV	
12341045	Lorian, D. L.	6	S/G	Aug 20	212	3.3	209-215	50	42-61	723-873	HI	AV	AV	
12340199	Gage, C. A.	6	S/G	Aug 20	215	3.4	212-218	59	47-67	765-915	HI	AV	AV	
12341156	Lindsay, M. O.	6	S/G	Aug 25	215	3.3	212-218	59	50-70	778-928	AV	AV	HI	
12340220	Aaron, R. N.	6	S/G	Aug 20	217	3.3	214-220	64	56-76	813-963	HI	AV	HI	
12340217	Courtney, K. N.	6	S/G	Aug 25	218	3.4	215-221	67	56-76	816-966	HI	HI	AV	
12341085	Solomon, A. M.	6	S/G	Aug 20	219	3.4	216-222	70	59-78	838-988	HI	HI	AV	
12340415	Matthew, T. D.	6	S/G	Aug 20	220	3.3	217-223	73	61-81	855-1005	AV	HI	HI	
12340362	Nicholas, K. A.	6	S/G	Aug 20	220	3.2	217-223	73	64-83	869-1019	HI	HI	HI	
12340279	Tyree, N. N.	6	S/G	Aug 20	221	3.6	217-225	76	67-85	881-1031	HI	HI	AV	
12340358	Nathan, C. A.	6	S/G	Aug 20	222	3.3	219-225	78	70-85	895-1045	HI	HI	HI	
12340206	Winston, M. A.	6	S/G	Aug 20	222	3.5	219-226	78	70-87	901-1051	HI	HI	HI	
12340197	Shaley, R. L.	6	S/G	Aug 20	226	3.3	223-229	87	81-93	973-1123	HI	HI	HI	
12340237	Nouri, A. N.	6	S/G	Aug 20	228	3.3	225-231	90	85-94	1002-1152	HI	HI	HI	
12340249	Allison, B. Y.	6	S/G	Aug 20	228	3.3	225-231	90	83-94	997-1147	AV	HI	HI	
12340194	Eb'Von, B. Y.	6	S/G	Aug 20	230	3.3	227-233	93	87-96	1036-1186	HI	HI	HI	
12341046	Nayeli, A. A.	6	S/G	Aug 20	230	3.3	227-233	93	89-97	1048-1198	HI	HI	HI	
12340267	Joshua, B. N.	6	S/G	Aug 20	232	3.4	229-235	95	92-98	1085-1235	HI	HI	HI	
12341059	Alisha, M. W.	6	S/G	Aug 20	237	3.4	234-240	98	97-99	1166-1316	HI	HI	HI	
Totals For: Reading											High	15	14	13
											Avg	7	6	8
											Low	1	3	2
											Mean	218.8	218.1	220.7
											Std Dev	7.8	11.4	13.6
											Median	219	219	223

Mean RIT: Average score of students in this class for this content area.

Median RIT: Middle score of this class for this content area.

Standard Deviation: Indicates the variability of RIT scores within this group. A larger standard deviation generally reflects a wider range of scores and achievement within a class.

Understanding the Teacher Report

Provides class data for current testing term sorted by RIT score. Includes goal RIT ranges.

Standard Error: The standard error of measurement is an estimate of the precision of the achievement (RIT) score. The smaller the standard error, the more precise the achievement estimate is.

RIT Score: This is the student's overall scale score on the test.

RIT Range: We would expect that if a student took the test again relatively soon, the score would fall within this range about 68% of the time.

Percentile Rank: The percentage of students in the national norm group for this grade that this student's score equaled or exceeded.

Percentile Range: The range of percentile scores corresponding to the RIT range. Similar to RIT range, if a student were to take the test again soon, he or she would fall within this percentile range 68% of the time.

Lexile Range: A score (displayed as a 150-point range) that can be used to find text of appropriate difficulty. By matching each student's reading skill to books, the Lexile Framework can locate the level at which a student is being challenged without being frustrated.

Test Type: S/G - Survey with Goals;
SUR - Survey

Teacher Report - Reading Fall 2005

School: Eastland Junior High (NWEA Sample District)

Class: 66 Farmer Read Period3

Teacher: Farmer, Farmer

Test: Reading Goals Survey 6+ IN Version 2

Goal Performance

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Lexile Range	Word Recog / Fluency / Vocab	Reading Comp	Literary Response & Analysis
12341595	Elizabeth, M. E.	7	S/G	Aug 26	207	3.3	204-210	27	21-36	633-783	200-211	209-222	196-208
12340037	Gary, J. H. J.	7	S/G	Aug 26	215	3.3	212-218	47	39-56	769-919	214-226	207-219	207-218
12340217	Courtney, K. N. J.	7	S/G	Aug 26	216	3.2	213-219	50	42-59	786-936	212-223	202-214	215-226
12341394	Skyler, L. E. D.	7	S/G	Aug 26	216	3.2	213-219	50	42-62	794-944	202-215	215-226	214-225
12341045	Lorian, D. L. R.	7	S/G	Aug 26	216	3.3	213-219	50	39-59	781-931	210-221	217-230	203-214
12340421	Nathan, T. I. A.	7	S/G	Aug 26	217	3.6	213-221	53	42-62	801-951	215-229	200-212	216-229
12340249	Allison, B. Y. M.	7	S/G	Aug 26	218	3.2	215-221	56	47-68	833-983	212-223	215-227	212-223
12340683	Darius, M. L. A.	7	S/G	Aug 26	220	3.3	217-223	62	53-74	865-1015	218-229	213-225	213-224
12340194	Eb'Von, B. Y. E.	7	S/G	Aug 26	221	3.3	218-224	65	56-76	886-1036	221-233	214-226	211-223
12340506	Alejandra, R. T. L.	7	S/G	Aug 26	221	3.2	218-224	65	56-76	884-1034	218-229	219-230	211-222
12340908	Adolphus, G. T. J.	7	S/G	Aug 26	221	3.3	218-224	65	53-74	875-1025	214-226	211-222	220-232
12340558	Rache'l, D. N. B.	7	S/G	Aug 26	221	3.3	218-224	65	53-74	872-1022	213-225	213-225	218-230
12341062	Montio, K. I. A.	7	S/G	Aug 26	222	3.3	219-225	68	59-76	894-1044	217-228	221-233	211-222
12340473	Jordan, N. R. N.	7	S/G	Aug 26	224	3.3	221-227	74	65-84	940-1090	216-227	225-237	216-227
12340732	Donnalisha, Z. Y. S.	7	S/G	Aug 26	224	3.2	221-227	74	65-84	940-1090	217-228	213-225	225-236
12340024	Lavonna, M. A. T.	7	S/G	Aug 26	226	3.3	223-229	79	71-87	977-1127	226-239	219-231	217-228
12340981	Keitha, L. N. T.	7	S/G	Aug 26	227	3.3	224-230	81	74-89	994-1144	223-235	218-229	224-236
12340470	Robert, G. Y. R.	7	S/G	Aug 26	227	3.3	224-230	81	74-87	985-1135	226-239	221-232	216-228
12340046	Tabitha, B. Y. L.	7	S/G	Aug 26	237	3.5	234-241	96	93-98	1167-1317	224-236	243-264	228-240
Totals For: Reading Goals Survey 6+ IN Version 2													
		Students:		19									
		Mean RIT:		220.8						Mean:		221.5 221.7 220.0	
		Std Dev:		6.3						Std Dev:		7.2 10.1 7.6	
		Median RIT:		221						Median:		222 220 221	
Mean RIT: Average score of students in this class for this content area.				Median RIT: Middle score of this class for this content area.				Standard Deviation: Indicates the variability of RIT scores within this group. A larger standard deviation generally reflects a wider range of scores and achievement within a class.					

Understanding the Class Report

Provides class data for current testing term sorted by RIT score. Includes the default goal descriptors.

Standard Error: The standard error of measurement is an estimate of the precision of the achievement (RIT) score. The smaller the standard error, the more precise the achievement estimate is.

RIT Score: This is the student's overall scale score on the test.

RIT Range: We would expect that if a student took the test again relatively soon, the score would fall within this range about 68% of the time.

Percentile Rank: The percentage of students in the national norm group for this grade that this student's score equaled or exceeded.

Percentile Range: The range of percentile scores corresponding to the RIT range. Similar to RIT range, if a student were to take the test again soon, he or she would fall within this percentile range 68% of the time.

Lexile Range: A score (displayed as a 150-point range) that can be used to find text of appropriate difficulty. By matching each student's reading skill to books, the Lexile Framework can locate the level at which a student is being challenged without being frustrated.

Test Type: S/G - Survey with Goals;
SUR - Survey

Goal Performance: These columns summarize the students' performance in the goal strands tested in this subject. Data will only show up in these columns if a student took a Goals Survey test. Goal performance of LO means that the student is performing at the 33rd percentile or lower. Goal performance of AV means that the student is performing between the 33rd and 66th percentile. Goal performance of HI means that the student is performing at or above the 66th percentile.

Class Report - Reading - Fall 2003 - By Test RIT													Goal Performance					
NWEA Sample District																		
School: Kennedy Elementary																		
Teacher: Gray, Gray																		
Class Name: 39 Gray 3rdGrade 3																		
Reading Goals Survey 2.5 IN Version 2																		
Student ID	Name	Grd	Test Type	Test Date	Term	Std RIT	Err	RIT Rng	%ile	%ile Rng	Lexile Rng	Word Recog / Fluency / Vocab	Reading Comp	Literary Response & Analysis				
12340146	Nichole, J. B.	3	S/G	Aug 18	FA03	***	19	Proctor terminated without option to resume										
12340156	Philip, H. Y.	3	S/G	Aug 22	FA03	***	19	Proctor terminated without option to resume										
12340146	Nichole, J. B.	3	S/G	Aug 21	FA03	168	3.3	165-171	12	9-14	BR-69	LO	LO	LO				
12340180	Matthew, N. L.	3	S/G	Aug 18	FA03	176	3.3	175-181	23	19-30	111-261	LO	LO	LO				
12340143	Lauren, J. B.	3	S/G	Aug 18	FA03	182	3.3	179-185	30	25-37	177-327	LO	LO	AV				
12340165	Luis, K. N.	3	S/G	Aug 18	FA03	182	3.4	179-185	30	25-39	184-334	AV	LO	LO				
12340181	Kaitlyn, K. E.	3	S/G	Aug 18	FA03	185	3.3	182-188	37	30-44	232-382	AV	AV	LO				
12340151	Daniel, J. N.	3	S/G	Aug 18	FA03	191	3.4	188-194	51	44-59	339-489	AV	HI	LO				
12340113	Hannah, A. E.	3	S/G	Aug 18	FA03	191	3.3	188-194	51	44-59	339-489	HI	AV	AV				
12340142	Jairo, B. A.	3	S/G	Aug 18	FA03	193	3.3	190-196	57	46-65	367-517	AV	AV	AV				
12340155	Evan, J. N.	3	S/G	Aug 18	FA03	196	3.3	193-199	65	57-73	430-580	HI	AV	AV				
12340156	Philip, H. Y.	3	S/G	Aug 18	FA03	198	3.4	195-201	70	59-78	460-610	HI	AV	AV				
12340157	Danielle, L. Y.	3	S/G	Aug 18	FA03	199	3.4	196-202	73	65-83	486-636	HI	AV	HI				
12340176	Joseph, A. R.	3	S/G	Aug 18	FA03	199	3.3	196-202	73	62-80	478-628	AV	AV	HI				
12340144	Noel, M. L.	3	S/G	Aug 18	FA03	204	3.8	200-208	84	75-90	567-717	HI	HI	HI				
12340149	Thomas, H. H.	3	S/G	Aug 18	FA03	205	3.5	202-209	86	78-91	591-741	HI	HI	HI				
12340147	Mason, A. N.	3	S/G	Aug 18	FA03	212	3.3	209-215	96	93-97	714-864	HI	HI	HI				
12340150	Thomas, D. E.	3	S/G	Aug 18	FA03	213	3.3	210-216	96	93-98	726-876	HI	HI	HI				
12340167	Michael, S. L.	3	S/G	Aug 18	FA03	214	3.4	211-217	97	93-98	750-900	HI	HI	HI				
12340153	Summer, B. N.	3	S/G	Aug 18	FA03	217	3.4	214-220	98	96-99	802-952	HI	HI	HI				
Totals For: Reading											High	10	7	8				
Students with current, valid scores											Avg	5	7	5				
Mean RIT											Low	3	4	5				
Median RIT											Mean	197.9	195.2	195.4				
Std Dev											Median	202	194	195				
											Std Dev	11.6	15.1	16.3				

Mean RIT: Average score of students in this class for this content area.

Median RIT: Middle score of this class for this content area.

Standard Deviation: Indicates the variability of RIT scores within this group. A larger standard deviation generally reflects a wider range of scores and achievement within a class.

Understanding the Class Report

Provides class data for current testing term sorted by RIT score. Includes goal RIT ranges.

Standard Error: The standard error of measurement is an estimate of the precision of the achievement (RIT) score. The smaller the standard error, the more precise the achievement estimate is.

RIT Score: This is the student's overall scale score on the test.

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Percentile Range: The range of percentile scores corresponding to the RIT range. Similar to RIT range, if a student were to take the test again soon, he or she would fall within this percentile range 68% of the time.

Lexile Range: A score (displayed as a 150-point range) that can be used to find text of appropriate difficulty. By matching each student's reading skill to books, the Lexile Framework can locate the level at which a student is being challenged without being frustrated.

Test Type: S/G - Survey with Goals;
SUR - Survey

Goal Performance: These columns summarize the students' performance in the goal strands tested in this subject. Data will only show up in these columns if a student took a Goals Survey test. Goal performance of LO means that the student is performing at the 33rd percentile or lower. Goal performance of AV means that the student is performing between the 33rd and 66th percentile. Goal performance of HI means that the student is performing at or above the 66th percentile.

Class Report - Reading - Fall 2003 - By Test RIT NWEA Sample District													Goal Performance		
													Word Recog / Fluency / Vocab	Reading Comp	Literary Response & Analysis
Student ID	Name	Grd	Test Type	Test Date	Term	RIT	Err	RIT Rng	%ile	%ile Rng	Lexile Rng				
12340146	Nichole, J. B.	3	S/G	Aug 18	FA03	***	19	Proctor terminated without option to resume							
12340156	Philip, H. Y.	3	S/G	Aug 22	FA03	***	19	Proctor terminated without option to resume							
12340146	Nichole, J. B.	3	S/G	Aug 21	FA03	168	3.3	165-171	12	9-14	BR-69	170-182	160-172	155-167	
12340180	Matthew, N. L.	3	S/G	Aug 18	FA03	178	3.3	175-181	23	19-30	111-261	176-188	170-182	171-183	
12340143	Lauren, J. B.	3	S/G	Aug 18	FA03	182	3.3	179-185	30	25-37	177-327	175-187	177-189	178-189	
12340165	Luis, K. N.	3	S/G	Aug 18	FA03	182	3.4	179-185	30	25-39	184-334	178-190	175-187	178-189	
12340181	Kaitlyn, K. E.	3	S/G	Aug 18	FA03	185	3.3	182-188	37	30-44	232-382	186-198	181-193	173-185	
12340151	Daniel, J. N.	3	S/G	Aug 18	FA03	191	3.4	188-194	51	44-59	339-489	185-197	192-204	177-190	
12340113	Hannah, A. E.	3	S/G	Aug 18	FA03	191	3.3	188-194	51	44-59	339-489	194-206	180-193	182-194	
12340142	Jairo, B. A.	3	S/G	Aug 18	FA03	193	3.3	190-196	57	46-65	367-517	190-202	188-199	183-194	
12340155	Evan, J. N.	3	S/G	Aug 18	FA03	196	3.3	193-199	65	57-73	430-580	197-209	184-196	189-200	
12340156	Philip, H. Y.	3	S/G	Aug 18	FA03	198	3.4	195-201	70	59-78	460-610	199-212	189-201	189-201	
12340157	Danielle, L. Y.	3	S/G	Aug 18	FA03	199	3.4	196-202	73	65-83	486-636	196-209	186-198	198-211	
12340176	Joseph, A. R.	3	S/G	Aug 18	FA03	199	3.3	196-202	73	62-80	478-628	187-199	189-201	204-218	
12340144	Noel, M. L.	3	S/G	Aug 18	FA03	204	3.8	200-208	84	75-96	567-717	201-215	199-213	191-204	
12340149	Thomas, H. H.	3	S/G	Aug 18	FA03	205	3.5	202-209	86	78-91	591-741	198-210	192-204	209-222	
12340147	Mason, A. N.	3	S/G	Aug 18	FA03	212	3.3	209-215	96	93-97	714-864	202-213	214-228	203-214	
12340150	Thomas, D. E.	3	S/G	Aug 18	FA03	213	3.3	210-216	96	93-98	726-876	210-222	201-213	208-220	
12340167	Michael, S. L.	3	S/G	Aug 18	FA03	214	3.4	211-217	97	93-98	750-900	202-214	216-229	206-217	
12340153	Summer, B. N.	3	S/G	Aug 18	FA03	217	3.4	214-220	98	96-99	802-952	207-218	211-223	216-228	
Totals For: Reading												High	10	7	8
Students with current, valid scores												Avg	5	7	5
Mean RIT												Low	3	4	5
Median RIT												Mean	197.9	195.2	195.4
Std Dev												Median	202	194	195
												Std Dev	11.6	15.1	16.3

Mean RIT: Average score of students in this class for this content area.

Median RIT: Middle score of this class for this content area.

Standard Deviation: Indicates the variability of RIT scores within this group. A larger standard deviation generally reflects a wider range of scores and achievement within a class.



This report provides teachers with a summary of initial term test scores and a suggested amount of reasonable anticipated growth based on the student's initial term test scores. The anticipated growth targets are calculated using the 2005 NWEA RIT Scale Norms.

Achievement Status and Growth Targets Class Report Fall 2003 to Spring 2004 - Mathematics

NWEA Sample District

School: Eastland Junior High
Teacher: Abbot, J
Class Name: Abbot, J Homeroom
Optional Group: None Selected

Mathematics

Student ID	Name	Grd	Date	Test Type	FA03 Test RIT	FA03 Std Err	SP04			SP04			Growth	
							Test RIT	Std Err	Growth Std Err	Target Growth	Target RIT	Target Met	Index	
0000000001	ADDLE, S.	6	10/6/03	S/G	204	3.0				8	212			
0000000002	ARNOLD, N.	6	10/6/03	S/G	183	3.2				8	191			
0000000003	BUSHOP, M.	6	10/6/03	S/G	205	3.0				8	213			
0000000004	BRICEMAN, U..	6	10/6/03	S/G	216	2.9				8	224			
0000000005	CORK, A.	6	10/6/03	S/G	227	3.0				9	236			
0000000006	FELTON, M.	6	10/6/03	S/G	218	2.9				8	226			
0000000007	FRINKLE, A.	6	10/6/03	S/G	223	3.0				9	232			
0000000008	KITCHN, S.	6	10/6/03	S/G	202	3.0				8	210			
0000000009	LAYMAN, A.	6	10/6/03	S/G	208	2.9				8	216			
0000000010	MCCLLAINE, J.	6	10/6/03	S/G	231	2.9				9	240			
0000000011	MEIR, N.	6	10/6/03	S/G	220	2.9				9	229			
0000000012	MITCHELL, R.	6	10/6/03	S/G	197	2.9				7	204			
0000000013	MYTER, E.	6	10/6/03	S/G	206	3.0				8	214			
0000000014	NEEDLE, H.	6	10/6/03	S/G	204	2.9				8	212			
0000000015	NELSON, S.	6	10/6/03	S/G	200	3.0				8	208			
0000000016	NELZER, I.	6	10/6/03	S/G	224	2.9				9	233			
0000000017	ORCUT, E.	6	10/6/03	S/G	224	3.0				9	233			
0000000018	PACER, O.	6	10/6/03	S/G	196	2.9				7	203			
0000000019	RANCHO, N.	6	10/6/03	S/G	189	2.9				8	197			
0000000020	ROBINSON, A.	6	10/6/03	S/G	221	3.2				9	230			
0000000021	SIMMONS, K.	6	10/6/03	S/G	224	3.0				9	233			
0000000022	STEVENSON, R.	6	10/6/03	S/G	233	3.1				9	242			
0000000023	TRACER, L.	6	10/6/03	S/G	214	2.9				8	222			
0000000024	WAFFLE, N.	6	10/6/03	S/G	194	2.9				7	201			
0000000025	WHITE, T.	6	10/6/03	S/G	234	3.0				9	243			
0000000026	YAO, M.	6	10/6/03	S/G	235	3.0				9	244			
0000000027	ZACKER, K.	6	10/6/03	S/G	219	3.0				8	227			
0000000028	ZELLMAN, R.	6	10/6/03	S/G	235	3.0				9	244			

Subject Summary: Mathematics

*(Small Group Summary Display is OFF)

Count of Students with Valid Beginning and Ending Term Scores

Count of Students who Met or Exceeded their Target RIT

Percentage of Students who Met or Exceeded their Target RIT

Overall Percentage of Target RIT Met or Exceeded

Count of Students with INVALID Fall 2003 Test Scores

Count of Students with VALID Fall 2003 Test Scores

Fall 2003 Mean RIT

Fall 2003 Median RIT

Understanding the Achievement Status and Growth Summary Class Report

This class report provides each student's term-to-term growth and shows how that growth relates to the student's growth targets. Growth targets come from the 2005 NWEA RIT Scale Norms

Achievement Status and Growth Summary Class Report Fall 2003 to Spring 2004 - Mathematics NWEA Sample District														
School:		Eastland Junior High												
Teacher:		Abbot, J												
Class Name:		Abbot J Homeroom												
Optional Group:		None Selected												
Mathematics														
Student ID	Name	Grd	Date	Test Type	FA03 Test RIT	FA03 Std Err	SP04 Test RIT	SP04 Std Err	Growth Std Err	SP04 Target Growth	SP04 Target RIT	Growth Target Met	Growth Index	
000000001	ADDLE, S.	6	5/17/04	S/G	204	3.0	222	3.0	4.2	8	212	Yes	10	
000000002	ARNOLD, N.	6	5/17/04	S/G	183	3.2	214	3.0	4.4	8	191	Yes	23	
000000003	BUSHOP, M.	6	5/17/04	S/G	205	3.0	211	3.0	4.2	8	213	No	2	
000000004	BRICEMAN, U.	6	5/18/04	S/G	216	3.0	230	3.1	4.3	8	224	Yes	6	
000000005	CORK, A.	6	5/17/04	S/G	227	2.9	244	3.1	4.2	9	236	Yes	8	
000000006	FELTON, M.	6	5/17/04	S/G	218	3.0	235	3.0	4.2	8	226	Yes	9	
000000007	FRINKLE, A.	6	5/18/04	S/G	223	3.0	237	2.9	4.2	9	232	Yes	5	
000000008	KITCHN, S.	6	5/17/04	S/G	202	2.9	214	3.0	4.2	8	210	Yes	4	
000000009	LAYMAN, A.	6	5/17/04	S/G	208	2.9	228	3.1	4.2	8	216	Yes	12	
000000010	MCCLAIN, J.	6	5/17/04	S/G	231	2.9	238	3.1	4.2	9	240	No	-2	
000000011	MEIR, N.	6	5/17/04	S/G	220	2.9	240	2.9	4.1	9	229	Yes	11	
000000012	MITCHELL, R.	6	5/17/04	S/G	197	3.0	206	2.9	4.2	7	204	Yes	2	
000000013	MYTER, E.	6	5/17/04	S/G	206	2.9	200	3.1	4.2	8	214	No	-14	
000000014	NEEDLE, H.	6	5/17/04	S/G	204	3.0	218	3.1	4.3	8	212	Yes	6	
000000015	NELSON, S.	6	5/17/04	S/G	200	2.9	203	3.0	4.2	8	208	No	-5	
000000016	NELZER, I.	6	5/17/04	S/G	224	3.0	232	3.0	4.2	9	233	No	-1	
000000017	ORCUT, E.	6	5/17/04	S/G	224	2.9	228	2.9	4.1	9	233	No	-5	
000000018	PACER, O.	6	5/17/04	S/G	196	2.9	206	3.1	4.2	7	203	Yes	3	
000000019	RANCHO, N.	6	5/17/04	S/G	189	3.2	209	2.9	4.3	8	197	Yes	12	
000000020	ROBINSON, A.	6	5/17/04	S/G	221	3.0	235	3.1	4.3	9	230	Yes	5	
000000021	SIMMONS, K.	6	5/17/04	S/G	224	3.1	232	2.9	4.2	9	233	No	-1	
000000022	STEVENSON, R.	6	5/17/04	S/G	233	2.9	240	3.0	4.2	9	242	No	-2	
000000023	TRACER, L.	6	5/17/04	S/G	214	2.9	235	3.0	4.2	8	222	Yes	13	
000000024	WAFFLE, N.	6	5/17/04	S/G	194	3.0	201	3.1	4.3	7	201	Yes	0	
000000025	WHITE, T.	6	5/17/04	S/G	234	3.0	249	3.0	4.2	9	243	Yes	6	
000000026	YAO, M.	6	5/17/04	S/G	235	3.0	250	3.0	4.2	9	244	Yes	6	
Subject Summary:										Count of Students with Valid Beginning and Ending Term Scores				26
Mathematics										Count of Students who Met or Exceeded their Target RIT				18
										Percentage of Students who Met or Exceeded their Target RIT				69.2%
										Overall Percentage of Target RIT Met or Exceeded				150.5%
										Count of Students with INVALID Spring 2004 Test Scores				0
										Count of Students with VALID Spring 2004 Test Scores				26
										Spring 2004 Mean RIT				225.3
										Spring 2004 Median RIT				229
										Spring 2004 StdDev				15.4
*(Small Group Summary Display is OFF)														

Growth Standard Error: Amount of measurement error associated with the term-to-term growth. If the student could be tested again over the same period with comparable tests, there would be about a 68% chance that term-to-term growth would fall within a range defined by the term-to-term growth plus and minus the Growth Std Error.

Target Growth: Mean growth that was observed in the latest norming study for students who had the same starting RIT score.

Target RIT: The minimum RIT score the student would attain if their Growth Target was met (starting RIT + Growth Target).

Growth Target Met: Indicates Yes if the student's term-to-term growth was equal to or exceeded the Growth Target. Indicates No if the growth was less than the Growth Target.

Growth Index: The RITs by which the student exceeded the Target RIT (plus values), fell short of the Target RIT (minus values), or exactly met the Target RIT (0).

Count of students with Valid Beginning and Ending Term Scores: The number of students on which all group growth statistics is based.

Overall Percentage of Target RIT Met or Exceeded: This is the total student growth divided by the total of target RITs expressed as a percentage. Shows the proportion of the overall RIT growth targets achieved by the students. Performance of 100% is considered average, meaning the student growth equaled the targets. Use in conjunction with the percentage of Students who Met or Exceeded their Target RIT.

Count of students who Met or Exceeded their Target RIT: The number of students with a Growth Index Value of greater than or equal to zero.

Percentage of students who Met or Exceeded their Target RIT: The percentage of students with a Growth Index Value of greater than or equal to zero.

NWEA Sample District

Student Progress Report for Emily, N. S.

Johnson Elementary School

Growth is measured from Fall to Spring

Student ID: 12340810

Mathematics

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
S04	8	230- 233 -236	224	234	13	7.7	40- 46 -51
W04	8	217- 220 -223	218	231			23- 28 -33
F03	8	217- 220 -223	215	227			26- 33 -39
S03	7	202- 205 -208	215	228	-20	7.4	8- 12 -15
W03	7	220- 223 -226	212	224			39- 46 -53
F02	7	222- 225 -228	208	221			52- 59 -66
S02	6	220- 223 -226	209	222			45- 52 -59
W02	6	211- 214 -217	207	218			31- 38 -45
S01	5	206- 209 -212	204	216	3	8.7	23- 31 -38
F00	5	203- 206 -209	199	209			31- 40 -50

Mathematics Goals Performance - Spring 2004

Number Sense	Avg
Algebraic Methods	Avg
Data Collection & Analysis,	LoAvg
Geometry	Avg
Measurement	LoAvg
Computational Techniques	Avg

Language Usage

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
S04	8	197- 200 -203	212	221	-14	4	5- 6 -9
W04	8	218- 221 -224	210	220			39- 49 -59
F03	8	211- 214 -217	207	219			25- 32 -40
S03	7	209- 212 -215	208	218	1	3.8	22- 28 -36
W03	7	208- 211 -214	206	217			22- 29 -36
F02	7	208- 211 -214	203	215			26- 33 -42
S02	6	215- 218 -221	204	215			45- 55 -64
W02	6	213- 216 -219	203	214			42- 52 -58
S01	5	210- 213 -216	202	212	2	5	41- 51 -60
F00	5	208- 211 -214	199	207			48- 57 -67

Language Usage Goals Performance - Spring 2004

Writing Process (Colo. Reading	Low
Basic Grammar / Usage (Colo. Rea	Low
Mechanics (Colo. Reading & Wri	Low

Reading

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
S04	8	212- 216 -220	210	223	22	7.3	22- 28 -37
W04	8	206- 209 -212	209	220			15- 19 -24
F03	8	190- 194 -198	207	218			4- 7 -9
S03	7	179- 183 -187	206	219	-29	4.9	1- 2 -3
W03	7	205- 208 -211	203	217			18- 24 -31
F02	7	209- 212 -215	199	214			30- 39 -47
S02	6	194- 197 -200	201	215			8- 11 -14
W02	6	209- 212 -215	199	213			35- 43 -52
S01	5	203- 206 -209	199	210	6	6.7	26- 35 -42
F00	5	197- 200 -203	197	205			25- 31 -41

Reading Goals Performance - Spring 2004

Word Meaning & Recognition	Avg
Literal comprehension	Low
Application of Thinking Skills	Low
Literary Expression	HiAvg

Lexile Range: 796-946

Explanatory Notes:

Season/Year

The season (F=fall, S=spring, W=winter, U=summer) and the year the test was administered.

Student Score Range

The middle number is the RIT score your child received. The numbers on either side of the RIT score define the score range. If retested, your child would score within this range most of the time.

District Average RIT

The average score for all students in the school district in the grade who were tested at the same time as your child.

Norm Group Avg.

The average score observed for students in the 2005 NWEA Norming Study, who were in the same grade and tested in the same season (e.g., fall or spring).

Student Growth

Presents the growth in RITs your child made from the previous fall to the spring of the year in which growth is reported.

Typical Growth

The average growth of students in the 2005 NWEA Norming study who were in the same grade and began the growth comparison period at a similar achievement level.

Student %ile Range

The number in the middle is your child's percentile rank - the percentage of students in the 2005 NWEA Norming study that had a RIT score less than or equal to your child's score. The number on either side of the percentile rank define the percentile range. If retested, your child's percentile rank would be within this range most of the time.

Goal Performance

Each goal area included in the test is listed along with a descriptive adjective of your child's score. The possible descriptors are Low (<21 percentile), LoAvg (21-40 percentile), Avg (41-60 percentile), HiAvg (61-80 percentile), and High (>80 percentile).

Lexile Range

The difficulty range of text that can be understood by the student 75% of the time.

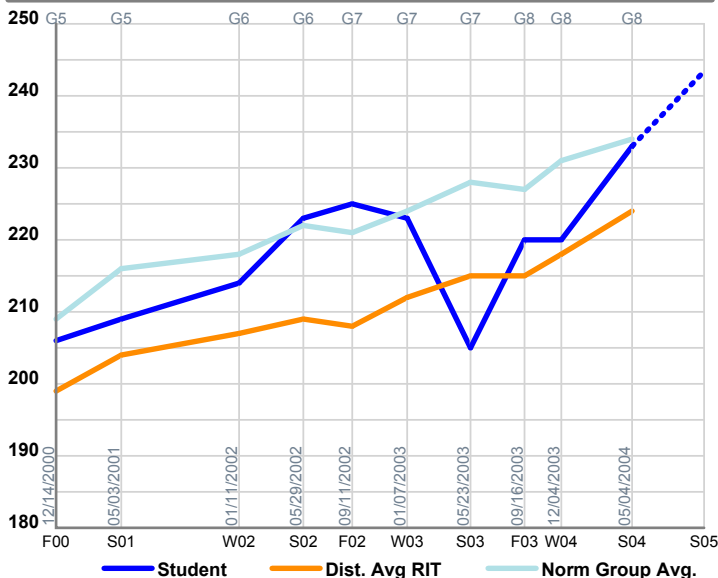
NWEA Sample District

Student Progress Report for Emily, N. S.

Johnson Elementary School

Student ID: 12340810

Mathematics

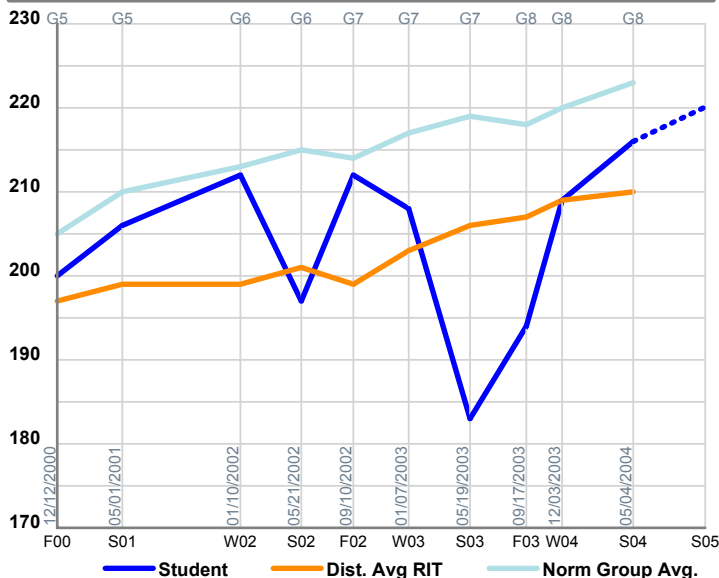


Mathematics Goals Performance - Spring 2004

Number Sense
Algebraic Methods
Data Collection & Analysis,
Geometry
Measurement
Computational Techniques

Avg
Avg
LoAvg
Avg
LoAvg
Avg

Reading



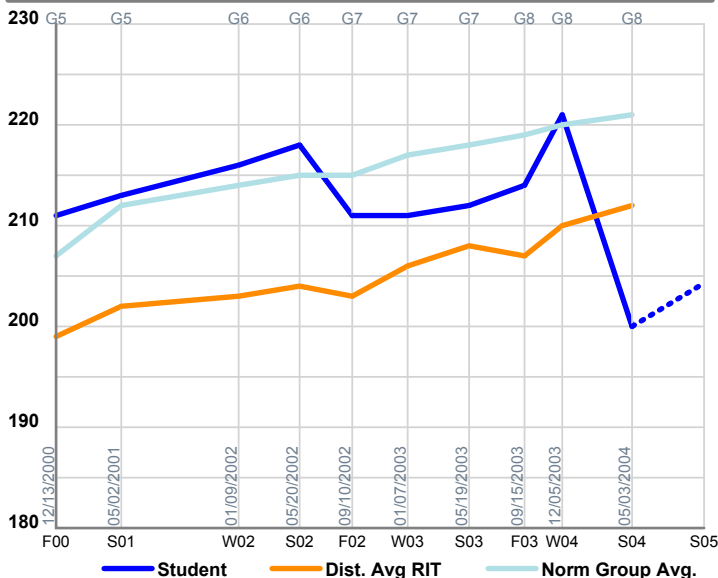
Reading Goals Performance - Spring 2004

Word Meaning & Recognition
Literal comprehension
Application of Thinking Skills
Literary Expression

Avg
Low
Low
HiAvg

Lexile Range: 796-946

Language Usage



Language Usage Goals Performance - Spring 2004

Writing Process (Colo. Reading
Basic Grammar / Usage (Colo. Rea
Mechanics (Colo. Reading & Wri

Low
Low
Low

Explanatory Notes:

Season/Year

The text below each vertical line on the graph represents the season (F=fall, S=spring, W=winter, U=summer) and the year the test was administered.

Gx

The text above each vertical line on the graph represents the student's grade at the time the test event occurred.

Event Date

The date along the vertical lines represent the date the test event occurred.

TimeLine

Test events are plotted on the "x" axis of the graph using the time interval between test event dates to reflect elapsed time between test events accurately.

Student RIT Score Line

The RIT score your child received on each test. This line will contain a dashed portion following the most recent test event to represent projected target growth over the next year. This is the mean fall-to-fall or spring-to-spring RIT growth that was observed in the latest norming study for students who had the same starting RIT score.

Dist. Avg RIT

This line represents the average score for all students in the school district in the grade who were tested at the same time as your child.

Norm Group Avg

This line represents the average score observed for students in the 2005 NWEA Norming Study, who were in the same grade and tested in the same season (e.g., fall or spring).

Goal Performance

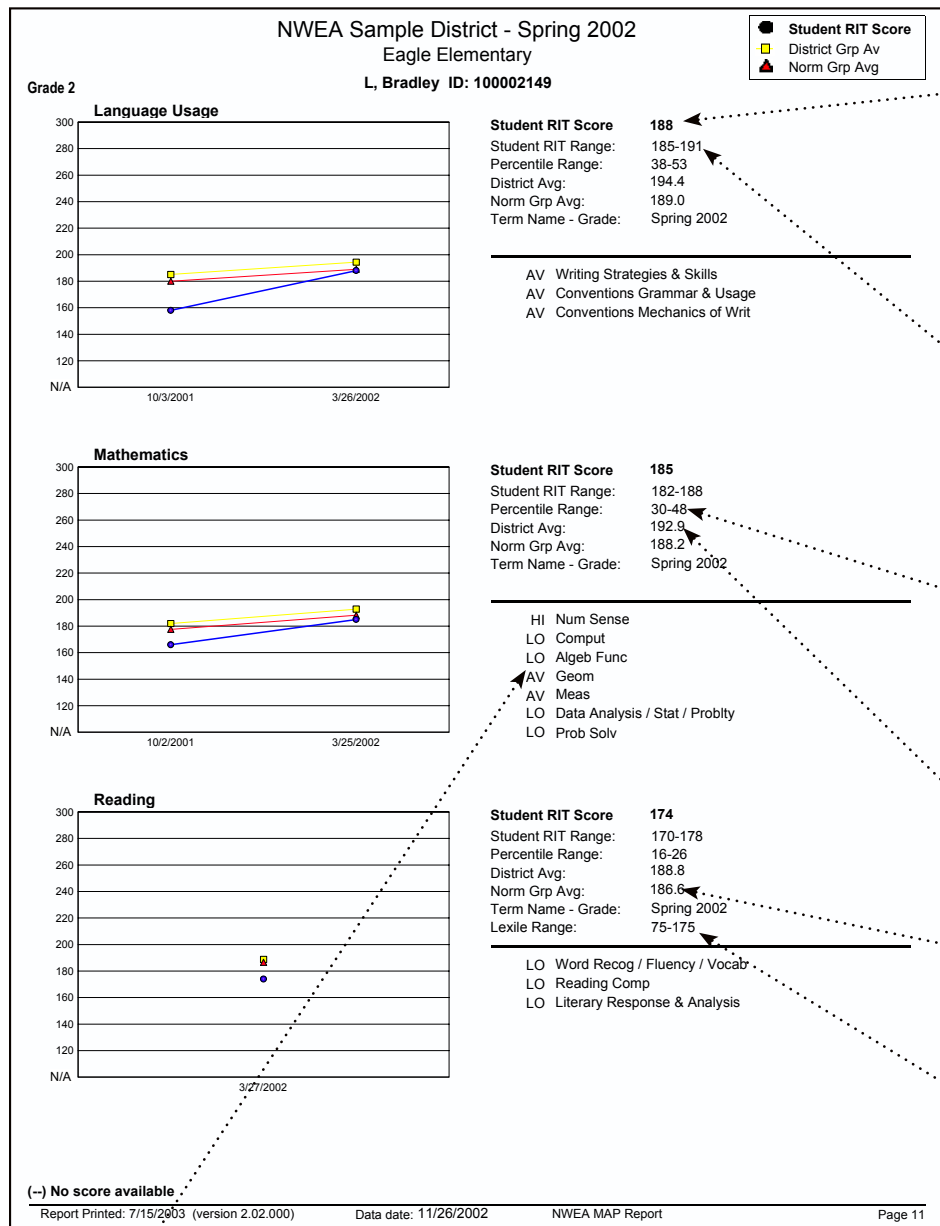
Each goal area included in the test is listed along with a descriptive adjective of your child's score. The possible descriptors are Low (<21 percentile), LoAvg (21-40 percentile), Avg (41-60 percentile), HiAvg (61-80 percentile), and High (>80 percentile).

Lexile Range

The difficulty range of text that can be understood by the student 75% of the time.

Understanding the Individual Student Report

Plotted on the graph are the student's RIT score, the District Average, and the NWEA Norm Group* Average for the subject in which a student was tested.



RIT Score: This is the student's overall score on the test. This is one of the most important pieces of information on the entire report. This score is unrelated to the age or grade of the student, but reflects the level at which the student is currently performing. RIT stands for Rasch Unit, which is used to measure a child's achievement growth similar to how inches are used to measure a child's height.

RIT Range: No score is absolute. We would expect that if a student took the test again relatively soon, that his or her score would fall within this range most of the time.

Percentile Range: Percentiles are used to compare one student's performance to that of a larger group (norm group*). Percentile means the student scored as well as or better than that percent of students taking the test in his/her grade. There is about a 68% chance that a student's percentile ranking would fall within this range if the student tested again relatively soon.

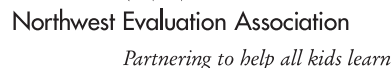
District Average: The average RIT score for all students in the school district in the same grade who were tested at the same time as this student.

Norm Group* Average: The average score observed for students in the norm group.*

Lexile: Some districts have chosen to subscribe to MetaMetrics Lexile Framework. This information can help in choosing appropriate reading materials based on a student's RIT score. For more information, go to <http://www.lexile.com>.

Goal Performance: The column(s) to the right of the graph show the student's performance in the goal strands (subtests) tested in this subject. Data will only show up in these columns if a student took a Goals Survey test.

- Goal performance scores may be listed as descriptors (LO, AV, HI). LO means that the student is performing at the 33rd percentile or lower. Goal performance of AV means that the student is performing between the 34th and 66th percentile. Goal performance of HI means that the student is performing at or above the 67th percentile.
- They also may be listed as RIT ranges. The RIT ranges, used alongside the NWEA Learning Continuum, provide a snapshot of the skills in each goal area at the student's instructional level.



This report shows student results by school and grade level groups for the most recent test season.

Goal Performance: These columns summarize the students' performance in the goal strands tested in this subject. Data will only show up in these columns if a student took a Goals Survey test. Goal performance of LO means that the student is performing at the 33rd percentile or lower. Goal performance of AV means that the student is performing between the 33rd and 66th percentile. Goal performance of HI means that the student is performing at or above the 66th percentile.

NWEA Sample District											Goal Performance		
School: Kennedy Elementary Grade: 3 Language Goals Survey IN Version 2											Writing Strategies & Skills	Conventions Grammar & Usage	Conventions Mechanics of Writing
Student ID	Name	Grd	Test Type	Test Date	Term	RIT	Std Err	RIT Rng	%ile	%ile Rng			
12340151	Daniel, J. N.	3	S/G	Aug 20	FA03	193	2.9	190-196	49	41-58	188-198	189-199	187-197
12340157	Danielle, L. Y.	3	S/G	Aug 20	FA03	198	2.9	195-201	64	58-72	187-198	193-204	200-210
12340155	Evan, J. N.	3	S/G	Aug 20	FA03	199	3.0	196-202	66	58-75	198-209	195-205	188-199
12340113	Hannah, A. E.	3	S/G	Aug 20	FA03	199	2.9	196-202	66	58-75	186-196	193-204	203-214
12340142	Jairo, B. A.	3	S/G	Aug 20	FA03	196	3.2	193-199	58	46-66	185-196	189-200	196-208
12340176	Joseph, A. R.	3	S/G	Aug 20	FA03	198	3.2	195-201	64	55-75	193-204	193-205	193-204
12340181	Kaitlyn, K. E.	3	S/G	Aug 20	FA03	185	3.0	182-188	30	24-36	180-191	178-189	179-190
12340143	Lauren, J. B.	3	S/G	Aug 20	FA03	195	3.0	192-198	55	46-61	190-201	183-194	194-204
12340165	Luis, K. N.	3	S/G	Aug 20	FA03	175	3.0	172-178	15	12-19	170-180	179-190	159-171
12340147	Mason, A. N.	3	S/G	Aug 20	FA03	215	2.9	212-218	97	95-98	209-219	212-222	211-221
12340180	Matthew, N. L.	3	S/G	Aug 20	FA03	173	3.1	170-176	13	10-16	166-177	177-188	158-170
12340167	Michael, S. L.	3	S/G	Aug 20	FA03	212	3.0	209-215	94	91-97	207-217	211-221	202-213
12340144	Noel, M. L.	3	S/G	Aug 20	FA03	198	2.9	195-201	64	55-72	199-209	190-201	189-199
12340156	Philip, H. Y.	3	S/G	Aug 20	FA03	210	3.0	207-213	92	87-95	208-218	207-217	200-211
12340153	Summer, B. N.	3	S/G	Aug 20	FA03	210	2.9	207-213	92	87-95	204-214	207-217	204-214
12340150	Thomas, D. E.	3	S/G	Aug 20	FA03	209	3.0	206-212	91	85-94	192-204	207-218	210-220
12340149	Thomas, H. H.	3	S/G	Aug 20	FA03	205	3.0	202-208	83	75-89	194-205	206-216	200-210

Grade 3 Totals For: Language Usage		High	6	7	9
Count of valid, current term test events	18	Avg	8	7	5
Mean RIT	197.2	Low	3	3	3
Median RIT	198	Mean	196.9	200.0	197.9
Std Dev	12.5	Median	198	199	202
		Std Dev	12.1	11.6	15.0

Mean RIT: Average score of students in this class for this content area.

Median RIT: Middle score of this class for this content area.

Standard Deviation: Indicates the variability of RIT scores within this group. A larger standard deviation generally reflects a wider range of scores and achievement within a class.



Northwest Evaluation Association

Partnering to help all kids learn

Understanding the District Summary Report by Grade

This report summarizes district performance for the most recent test season.

Goal Areas: These columns show the students' average performance and standard deviation in the goal strands (subtests) in each subject.

Test Taken: Summary results are grouped by the subject and test taken.

Mean RIT: The average score of students in the group.

Student Count: The total number of students with valid scores included in summary data.

Standard Deviation: Indicates the variability of RIT scores within this group. A larger standard deviation generally reflects a wider range of scores and achievement within a class.

Median: The middle RIT score of the group.

Optional Grouping: Summary results may be disaggregated by gender, ethnicity, or special program.

Area of Relative Concern: If a score is in ***bold-italic***, it represents a score that is 3 or more RIT points below your district's overall mean for the respective grade level and subject area.

Area of Relative Strength Performance: If a score is in **bold-underlined**, the score is 3 or more RIT points above a district's overall mean for the respective grade level and subject area.

District Summary Report by Grade - Fall 2003																	
Mathematics						Num Sense		Comput		Algeb Func		Geom		Meas		Data Analysis / Stat / Probity	
Math Goals Survey 6+ IN Version 2																	
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Optional Group: None																	
Fall 2001	2	1															
Optional Group: None																	
Fall 2001	3	1															
Optional Group: None																	
Fall 2003	4	16	205.3	8.9	204	202.6	12.2	<i>202.0</i>	10.9	203.2	11.6	207.6	12.9	207.1	12.8	207.6	8.3
Optional Group: None																	
Fall 2003	5	7															
Spring 2003	5	1															
Optional Group: None																	
Fall 2003	6	110	222.9	11.3	223	223.5	14.4	221.7	12.7	221.0	13.0	224.6	14.8	220.5	14.9	224.2	15.9
Spring 2003	6	136	227.7	16.1	229	228.9	18.6	229.6	17.9	225.7	17.1	229.5	18.6	225.9	19.2	228.2	20.0
Fall 2002	6	115	221.7	13.4	223	221.5	14.5	221.6	14.9	221.6	15.9	224.3	17.8	<i>218.0</i>	18.2	<i>224.9</i>	18.0
Spring 2002	6	54	228.5	13.5	230	230.3	19.4	<i>233.1</i>	19.7	<i>225.4</i>	16.1	226.9	13.5	<i>224.5</i>	17.7	<i>232.5</i>	15.8
Fall 2001	6	18	222.4	10.1	224	221.4	12.2	<i>218.9</i>	10.6	<i>233.8</i>	14.5	220.2	13.0	<i>219.1</i>	11.2	<i>226.2</i>	13.6
Optional Group: None																	
Fall 2003	7	123	225.7	14.7	226	<i>228.7</i>	20.5	224.6	15.5	225.3	14.2	<i>229.5</i>	15.7	224.0	18.5	225.3	17.9
Spring 2003	7	121	231.1	18.4	233	233.2	21.3	232.9	22.2	232.1	18.6	232.9	20.1	229.8	20.1	231.2	22.1
Fall 2002	7	110	225.4	15.1	227	227.5	19.9	225.4	18.4	226.0	16.2	<i>228.8</i>	17.1	<i>221.4</i>	16.8	225.3	18.9
Spring 2002	7	50	230.8	17.2	230	233.1	18.1	230.8	18.5	231.6	18.3	<i>234.1</i>	22.6	230.3	18.8	230.8	18.2
Fall 2001	7	129	226.9	17.3	230	228.8	20.4	<i>230.9</i>	22.5	225.7	18.0	226.0	19.5	<i>223.0</i>	18.9	<i>230.1</i>	22.3

Understanding the District Summary Report by School

This report summarizes results by school for the most recent test season.

Goal Areas: These columns show the students' performance in the goal strands (subtests) in each subject.

Mean RIT: The average score of students in this group.

Test taken: Summary results are grouped by the subject and test taken.

Student Count: The total number of students with valid scores included in summary data.

Standard Deviation: Indicates the variability of RIT scores within this group. A larger standard deviation generally reflects a wider range of scores and achievement within a class.

Area of Relative Concern: If a score is in ***bold-italic***, it represents a score that is 3 or more RIT points below your district's overall mean for the respective grade level and subject area.

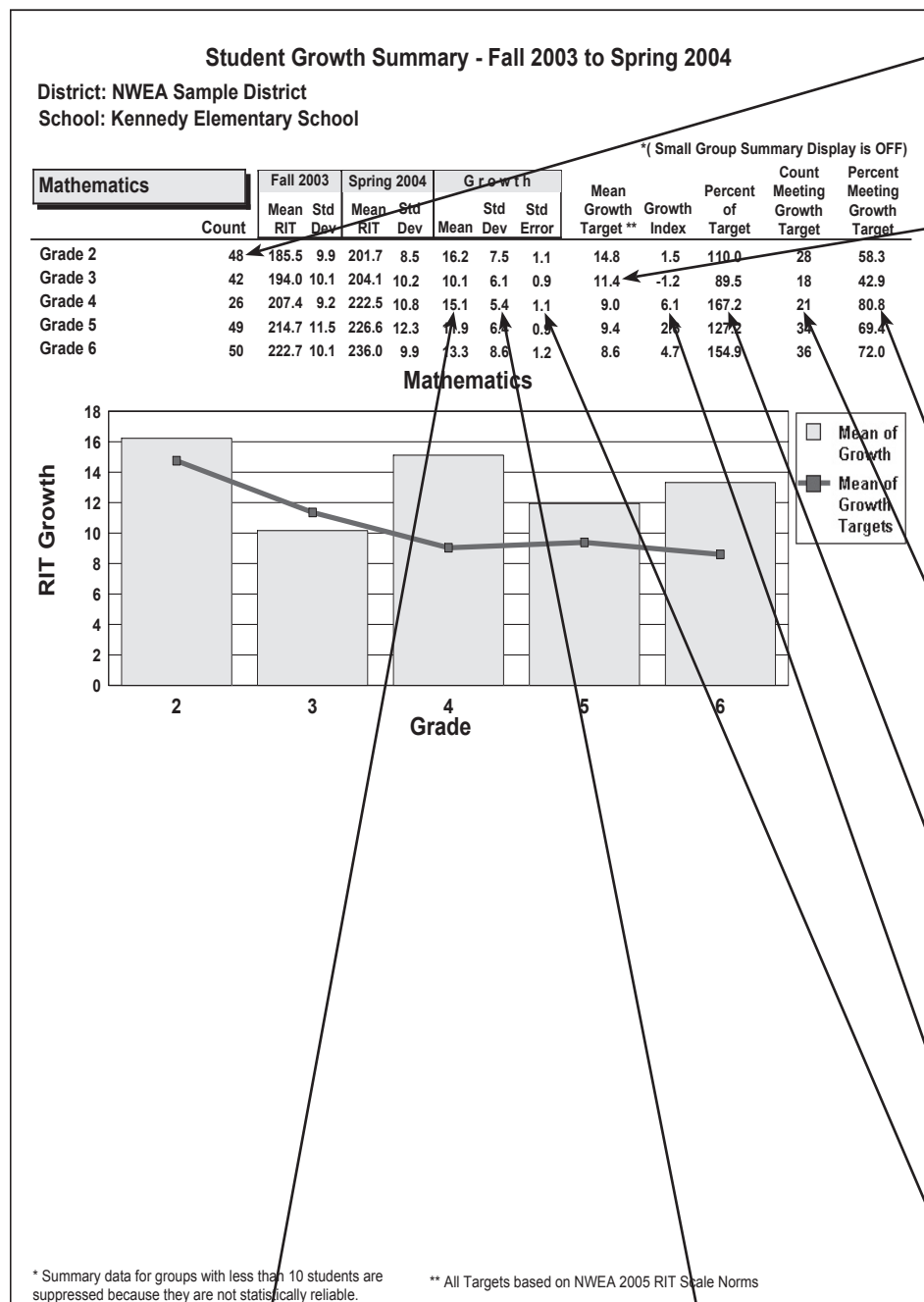
Area of Relative Strenth Performance: If a score is in **bold-underlined**, the score is 3 or more RIT points above a district's overall mean for the respective grade level and subject area. (Not present on this report.)

Median: The middle RIT score of the group.

District Summary Report by School - Fall 2003																					
NWEA Sample District																					
Reading																					
Nixon Elementary						Word Recog / Fluency / Vocab				Reading Comp				Literary Response & Analysis							
Reading Goals Survey 2-5 IN Version 2																					
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev		
Spring 2003	2	17	182.2	13.6	183	183.5	12.4	181.6	16.8	181.2	14.3										
Fall 2002	2	20	164.9	9.9	164	167.3	12.6	164.7	10.7	161.6	10.3										
Fall 2003	3	23	178.0	12.8	178	181.0	13.3	175.5	14.9	177.2	15.2										
Spring 2003	3	22	192.1	16.0	199	191.4	14.8	192.0	15.9	192.4	19.9										
Fall 2002	3	31	189.6	14.3	189	187.3	15.6	190.0	14.7	191.4	15.9										
Fall 2003	4	25	189.3	20.3	191	190.0	20.0	188.2	21.3	189.3	21.6										
Spring 2003	4	17	188.3	17.5	202	188.4	16.5	187.5	19.2	188.8	18.4										
Fall 2002	4	30	187.3	17.2	190	186.7	16.3	186.5	19.0	188.7	19.2										
Fall 2003	5	27	196.5	14.5	199	197.9	16.3	195.0	15.7	196.7	14.6										
Spring 2003	5	28	212.5	11.1	214	212.9	14.3	211.8	14.5	213.1	10.7										
Fall 2002	5	36	209.4	7.8	210	208.2	9.6	210.1	7.4	210.0	11.0										
Fall 2003	6	1																			
Fall 2002	6	1																			
Reading Goals Survey 6+ IN Version 2						Word Recog / Fluency / Vocab				Reading Comp				Literary Response & Analysis							
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev		
Fall 2002	2	2																			
Fall 2003	6	39	211.8	13.4	214	211.4	13.6	212.0	13.9	212.0	14.6										
Spring 2003	6	28	219.4	11.3	216	219.0	11.1	219.3	13.1	219.5	13.7										
Fall 2002	6	31	217.5	10.2	217	214.8	10.2	219.6	11.9	218.5	13.3										
Fall 2003	7	36	216.9	12.1	217	217.4	12.9	216.9	12.8	217.1	13.8										

Understanding the Student Growth Summary Report

This report summarizes by subject and grade the term to term growth of all students by school. It is available only when reports are ordered for a Fall or Spring term after testing has been declared complete.



Count: The number of students with beginning and ending term RIT scores. This is the number on which all other data in the same reporting unit (e.g., grade) are based.

Mean Growth Target: The average of the individual student growth targets. Individual growth targets are defined as the average amount of RIT growth observed for students in the latest NWEA norming study who started the year with the same RIT score as the individual student.

Percent Meeting Growth Target: The percentage of students in the reporting unit that met their individual growth target.

Count Meeting Growth Target: The number of students in this reporting unit that met or exceeded their individual growth target.

Percent of Target: This is the total student growth divided by the total of target RITs expressed as a percentage. It shows the proportion of the overall RIT growth targets achieved by the students. Performance of 100% is considered average, meaning the student growth equaled the targets. Use in conjunction with the "Percent Meeting Growth Target."

Growth Index: The RITs by which the student exceeded the Target RIT (plus values), fell short of the Target RIT (minus values), or exactly met the Target RIT (0).

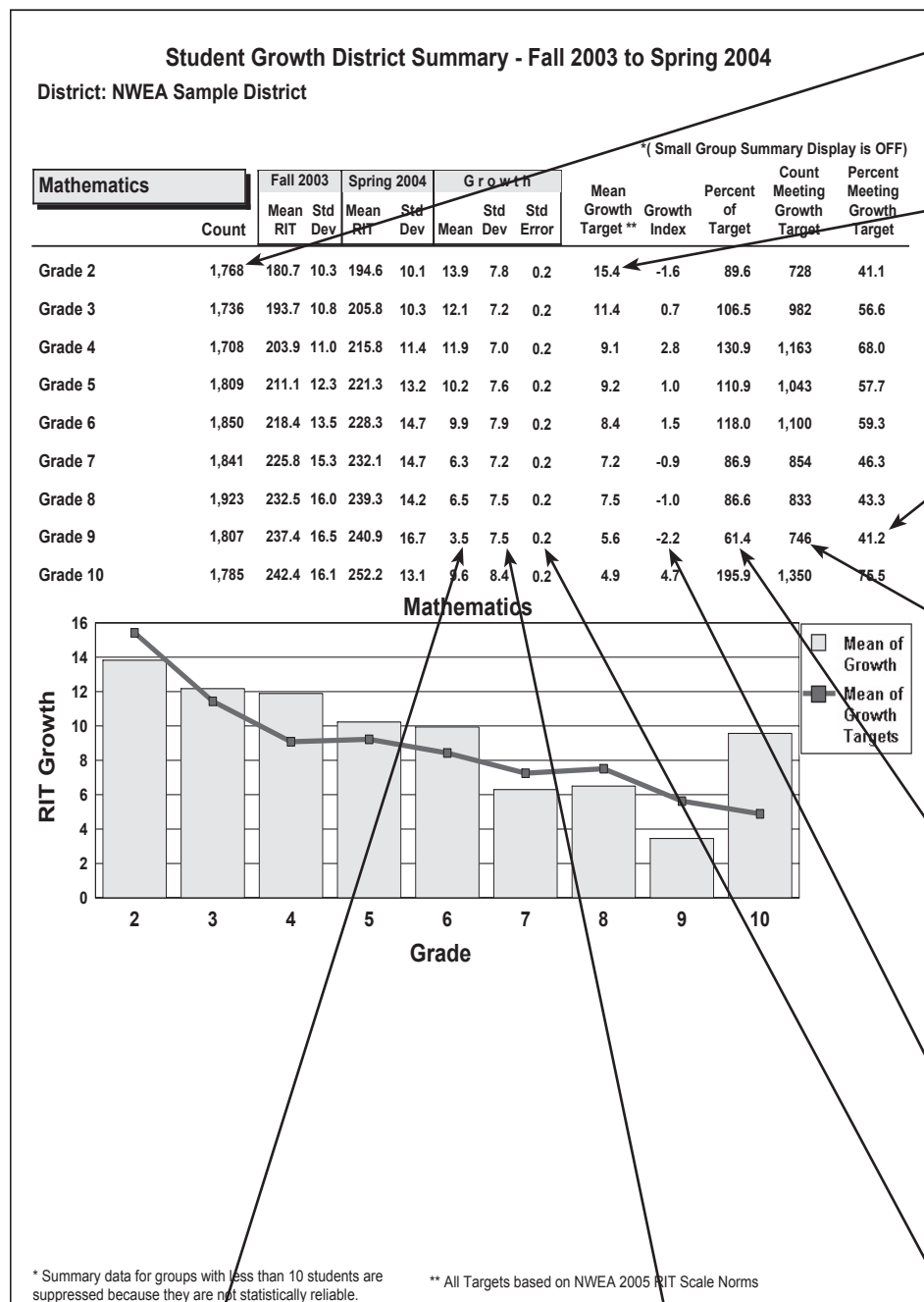
Growth Standard Error: Amount of measurement error associated with the term-to-term growth. If the group could be tested again over the same period with comparable tests, there would be about a 68% chance that term-to-term growth would fall within a range defined by the term-to-term growth plus and minus the Growth Std Error.

Growth - Mean: The average change in RIT scores from starting term to ending term (ending RIT minus starting RIT).

Growth - Std Dev: The standard deviation of the term-to-term RIT score change. About 68 percent of the growth scores would be expected to be in one standard deviation below the mean and one standard deviation above the mean.

Understanding the Student Growth District Summary Report

This report aggregates all schools' term to term growth statistics by subject and grade. It is available only for a Fall or Spring term after testing has been declared complete.



Count: The number of students with beginning and ending term RIT scores. This is the number on which all other data in the same reporting unit (e.g., grade) are based.

Mean Growth Target: The average of the individual student growth targets. Individual growth targets are defined as the average amount of RIT growth observed for students in the latest NWEA norming study who started the year with the same RIT score as the individual student.

Percent Meeting Growth Target: The percentage of students in the reporting unit that met their individual growth target.

Count Meeting Growth Target: The number of students in this reporting unit that met or exceeded their individual growth target.

Percent of Target: This is the total student growth divided by the total of target RITs expressed as a percentage. It shows the proportion of the overall RIT growth targets achieved by the students. Performance of 100% is considered average, meaning the student growth equaled the targets. Use in conjunction with the "Percent Meeting Growth Target."

Growth Index: The RITs by which the student exceeded the Target RIT (plus values), fell short of the Target RIT (minus values), or exactly met the Target RIT (0).

Growth Standard Error: Amount of measurement error associated with the term-to-term growth. If the group could be tested again over the same period with comparable tests, there would be about a 68% chance that term-to-term growth would fall within a range defined by the term-to-term growth plus and minus the Growth Std Error.

Growth - Mean: The average change in RIT scores from fall to spring (spring RIT minus fall RIT).

Growth - Std Dev: The standard deviation of the term-to-term RIT score change. About 68 percent of the growth scores would be expected to be in one standard deviation below the mean and one standard deviation above the mean.